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**ASSIGNMENT BOOKLET 6A**

ELA2104 English Language Arts 20-2
Module 6: Section 1 Assignment and Section 2 Assignment

| FOR STUDENT USE ONLY | |
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| Date Assignment Submitted: _____ | (If label is missing or incorrect) Student File Number: _____ |
| Time Spent on Assignment: _____ | Module Number: _____ |

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Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

**Student's Questions and Comments**

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*Please verify that preprinted label is for correct course and module.*

**Teacher's Comments**

_____
**Teacher**

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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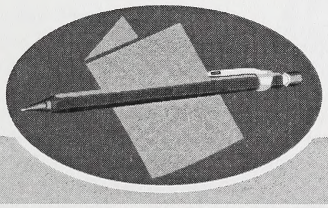
# English Language Arts 20-2

## Module 6

## Characters in Conflict

### Assignment Booklet 6A



Learning Technologies Branch

Alberta LEARNING

## FOR TEACHER'S USE ONLY

### Summary

| | Total Possible Marks | Your Mark |
|---|---|---|
| Section 1 Assignment | 50 | |
| Section 2 Assignment | 60 | |
| | 110 | |

### Teacher's Comments

English Language Arts 20-2
Module 6: Characters in Conflict
Assignment Booklet 6A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2528-4

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.**

| This document is intended for | |
|---|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | |
| General Public | |
| Other | |

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- Alberta Learning, **http://www.learning.gov.ab.ca**
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# ASSIGNMENT BOOKLET 6A
# ENGLISH LANGUAGE ARTS 20-2: MODULE 6
# SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined by how well you do your assignments.

This Assignment Booklet is worth 110 marks out of the total 200 marks for the assignments in Module 6. The value of each assignment and each question is stated in the left margin.

Work carefully. If you have difficulty, review the appropriate topic. Be sure to proofread your answers carefully.

You can use a computer and word processing program for many of these questions. If you use a computer, be sure that you submit a printed copy that has been proofread and is readable. Include your name, course number, and assignment number on each page.

50

## Section 1: Stage Plays

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

**1.** In Lesson 1, you learned how a stage play is produced. In Lesson 2, you read the play *Trifles* by Susan Glaspell. Imagine you are the director of a local performance of *Trifles*, and you are interpreting the script. How should each of the following characters be dressed? Why?

2 **a.** Mr. Peters _____

_____

_____

2 **b.** Mr. Henderson _____

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2 **c.** Mr. Hale _____

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_____

2 **d.** Mrs. Hale _____

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_____

(2) **e.** Mrs. Peters _____

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**2.** Several levels of conflict occur in the play *Trifles*. Explain each of the following conflicts and how each one is resolved.

(4) **a.** the conflict between John Wright and Minnie Wright

_____

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_____

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_____

(4) **b.** the conflict between the men (Mr. Peters, Mr. Hale, and George Henderson) and the women (Mrs. Hale and Mrs. Peters)

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_____

_____

_____

(4) **c.** the inner conflict within each woman

_____

_____

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**3.** Susan Glaspell uses symbolism and irony in *Trifles*.

(3) **a.** Explain the significance of the title.

(3) **b.** Mrs. Wright is compared to a bird in the play. In what way was Mrs. Wright similar to a bird?

(3) **c.** Explain the significance of the last line of the play.

**When you have completed questions 1, 2, and 3, continue where you left off on page 26 in the Student Module Booklet.**

**4.** In Lesson 3, you explored the play *Heat Lightning*.

(2) **a.** Where is the play set?

(5) **b.** Visualize the stage for *Heat Lightning* as the playwright describes it. Sketch and label the floor plan of the stage. You may wish to review the information on floor plans in Lessons 1 and 2.

(4) **5. a.** Explain the conflict in *Heat Lightning*.

_____

_____

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_____

(4) **b.** Analyze how the playwright created suspense. Identify the moments at which the suspense was heightened.

_____

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(4) **c.** How have light and dark been used to create mood in the play *Heat Lightning*?

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_____

**When you have completed questions 4 and 5, continue where you left off on page 28 in the Student Module Booklet.**

(60)

## Section 2: Teleplays and Feature Films

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

(8) **1.** In Lesson 1, you read about creating a teleplay or film.

Imagine that you are a director. The sequence you are shooting shows a man pursuing someone who is running up a flight of stairs in a tall building. This chase sequence provides a crucial emotional moment in the film. Explain how you would film and edit the sequence. Be sure to use at least six film terms.

| Assessment Criteria for Question 1 | |
|---|---|
| **Thought and Support**<br>• The ideas are thoughtful and clear.<br>• Supporting details are appropriate and relevant. | 6 marks |
| **Writing Skills**<br>• The language used is correct and effective. | 2 marks |

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(There is more room for your answer on the following page.)

**When you have completed question 1, continue where you left off on page 37 in the Student Module Booklet.**

**2.** In Lesson 2, you read the teleplay *The Monsters Are Due on Maple Street.*

4 **a.** Explain the conflict in *The Monsters Are Due on Maple Street.*

4 **b.** Analyze how the playwright created suspense. Identify the moments at which the suspense was heightened.

4

**c.** Explain who the real monsters are in the play *The Monsters Are Due on Maple Street*. Give examples of "monstrous" behavior in the play.

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8

**3.** Make a storyboard for the establishing shots in Scene 2 of *The Monsters Are Due on Maple Street*. You may wish to review the information on storyboards in Lesson 1 of Section 2. Your storyboard drawings do not have to be as elaborate as those in Lesson 1—stick figures are acceptable.

Your storyboard will be assessed according to the following assessment criteria.

| **Assessment Criteria for Question 3** | |
|---|---|
| The student has<br>• drawn the storyboard neatly<br>• organized the frames in a readable manner | 3 marks |
| • given appropriate video directions | 5 marks |

(There is more room for your answer on the following page.)

**When you have completed questions 2 and 3, continue where you left off on page 43 in the Student Module Booklet.**

**4.** In Lesson 3, you viewed *October Sky*. Explain each of the following elements produce conflict and describe how the conflict is resolved.

4 **a.** launching the rockets

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_____

_____

_____

_____

4 **b.** father-son relationship

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4 **c.** the fire

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_____

(10) **5.** Imagine that Homer has been asked to speak at a public gathering at the end of the film. He has decided to talk about the three adults who have had the most influence on his life thus far. Write Homer's speech. Be sure to explain how each adult influenced him.

| Assessment Criteria for Question 5 | |
|---|---|
| **Thought and Support**<br>• The ideas are thoughtful and clear.<br>• Audience, tone, and purpose have been considered.<br>• Supporting details are appropriate and relevant. | 6 marks |
| **Form and Structure**<br>• The ideas flow smoothly and coherently. | 2 marks |
| **Writing Skills**<br>• The language used is correct and effective. | 2 marks |

(There is more room for your answer on the following page.)

**When you have completed questions 4 and 5, continue where you left off on page 48 in the Student Module Booklet.**

(10) **6.** In Lesson 4, you read a review of *October Sky*. Write a personal response commenting on the accuracy of the review and how your viewing experience compared with the reviewer's.

- What aspects of the movie did the review focus on?
- What elements did the reviewer not mention?
- Do you agree with the reviewer?
- Would you have assessed the movie differently?
- Did the review give you any new insights?

| Assessment Criteria for Question 6 | |
|---|---|
| **Thought and Support**<br>• The ideas are thoughtful and clear.<br>• Audience, tone, and purpose have been considered.<br>• Supporting details are appropriate and relevant. | 6 marks |
| **Form and Structure**<br>• The ideas flow smoothly and coherently. | 2 marks |
| **Writing Skills**<br>• The language used is correct and effective. | 2 marks |

(There is more room for your answer on the following page.)

**When you have completed question 6, continue where you left off on page 50 in the Student Module Booklet.**

**Submit Assignment Booklet 6A for assessment.**

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